Uncovering the Motivating Factors Behind Writing in English in an EFL Context

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ABSTRACT Writing in a language, whether the target or native, is regarded as a complex activity operating on multiple cognitive levels. This study aimed to uncover the factors which motivate teacher trainees of English to write in English in an EFL context. The study also investigated the differences in the ways teacher trainees are motivated in terms of some variables such as gender and the engagement in reading and writing activities in English outside of the classroom. A total of 270 Turkish trainee teachers of English participated in the study. The data obtained through a two-part questionnaire revealed that a great majority of the participants (n=203) read in English, compared to only half of them (n=108) preferred to write outside the classroom. Based on the findings, the study suggests that prospective English teachers need to be systematically supported and motivated to write in English both in and outside the classroom.

INTRODUCTION

Speaking and writing are both regarded as productive language skills requiring learners to 'produce' the language they have learned. Developing writing skills, for many foreign language learners and teachers, is not an easy task nor can it be adequately accomplished in a short period of time (Çakir 2010; Brown 2001; Atay and Kurt 2006; Sengupta and Falvey 1998; Zuercher and Lavelle 2001; Broughton et al. 2003). Writing has been internationally recognized as a sign of competency. Exams such as TOEFL and IELTS require the candidates to succeed in the writing exam along with the other language skills. For most Turkish people, a high competence in oral and written English is a cornerstone to integration in the EU and a means for both individual and national advancement such as claiming higher status and gaining economic advantage (Atay and Kurt 2006). Writing, however, as a language skill, is not tested on the major national exam YDS, foreign language exam, given by the Turkish government (Akpinar and Cakildere 2013).

Written texts are of critical importance in shaping academic careers in English language speaking countries (Prosser and Webb 1994). English language learners in the United States, for instance, must develop satisfactory L2 writing skills to be successful in schools and high school graduation examinations across the United States. Furthermore, there is an increase in the number of the standardized college entrance exams which include a composition writing component in their evaluations of academic competency (Horwitz 2008).

Literature Review

What is Writing?

Writing is a complex cognitive activity involving synchronic attention at multiple levels: thematic, paragraph, sentence, grammatical and lexical (Biggs 1988). It is the communication of one's ideas to other people and the externalization and remaking of thinking (Applebee 1984). Writing skill in the target language usually is considered as the development or practice of the syntactic or lexical aspects of the language that have already been presented in the class. According to Peacock (2001), for many students learning a second language means learning a lot of grammar rules and vocabulary. Horwitz (2008) divides writing in the second language into two categories: structured writing and communicative writing. In structured writing learners write in order to practice grammatical and lexical items they have already learned whereas communicative writing deals mainly with meaning without focusing too much on vocabulary and structure. Raimes (1991) states that in order to get an effective result in writing second language learn-

ers need to learn how to be aware of and make use of the processes involved in their writing; how to develop and organize their ideas; and how to deal with language related concerns. Hedge (2008:302) notes that writing is the result of employing strategies to manage the composing process, that is, gradually developing a text. It involves a number of activities: setting goals, generating ideas, organizing information, selecting appropriate language, writing a draft, reading and reviewing it and revising and editing. It is a complex process which is neither easy nor spontaneous for many second language learners.

What Makes Writing Difficult?

It is well documented in current literature, that as in L1, that writing in a second or foreign language is quite difficult to master for language learners at all levels from the beginning to advanced levels. Several studies have been conducted to check the difficulties and problems that foreign language learners face while writing in the target language. These studies prove that writing is not an easy endeavor to achieve for foreign language learners (Daud 2012; Kim and Kim 2005; Diab 2005; Busch 2010; Hisham 2008; Chen 2002; Erkan and Saban 2011).

The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text (Richards and Renandya 2002). From the foreign language learners' perspective, some of the prominent reasons for the inability in writing can be listed as follows: mechanical problems with the script of English; problems of accuracy of English grammar and lexis; problems relating the style of writing to the demands of a particular situation; and problems of developing ease and comfort in expressing what needs to be said (Braughton et al. 2003). Additionally, high expectations of foreign language teachers from the target language learners constitute the other important factor leading to inadequate writing (Widdowson 1983; Diab 2005; Atay and Kurt 2006).

Littlejohn (1990) attributes two basic roles to writing in foreign language teaching: a goal of language teaching and learning; and a mode of language teaching and learning, which is a means of developing the learner's general foreign language abilities. When there is a mismatch between the two roles, learners are somehow forced to write in a product-oriented process without expressing their own ideas in a meaningful way. Thus teachers and learners inevitably have a tendency to develop grammatical and lexical accuracy through writing.

In developing learners' writing skill, teachers have a crucial role which needs to be adequately fulfilled. Most of the teachers prioritize surface-level features of writing. That is, teachers have a tendency to focus on the teaching and practicing of grammatical rules in writing activities. With regard to this point, Zamel (1983) attests that teachers, unfortunately, view themselves primarily as language teachers, and they attend mostly to surface-level features of writing analyzing the written papers piece by piece from sentence to paragraph disregarding the whole unit of discourse. However, it should be kept in mind that successful writers do not just string sentences together in a grammatically-correct manner (Sengupta and Falvey 1998). According to Daud (2012:23) good writing is the reflection of good critical thinking which entails the ability to understand key concepts and ideas; distinguish the main ideas and arguments from the subordinate ones; judge their relevance and provide reasons; judge the credibility of sources of information; and be able to paraphrase them and later draw conclusions based on all the justifications made.

Writing at Higher Education

Students enrolled higher education institutions also have many difficulties in developing competency in writing. Writing is an important communicative skill for students' success in university studies. Developing learners' writing skills in second and foreign language has been a major problem for both learners and teachers. In the first place, there is a mismatch between the expectations required by the institutions and the students (Belcher and Braine 1995; Jordan 1997; Grabe and Kaplan 1996; Zamel 1987; Khalil 2000). Particularly in language teacher education, it is assumed that student teachers only need the core courses such as linguistics and second language acquisition in order to become effective practitioners (Busch 2010). They, according to Busch (2010), as prospective teachers of English, are expected to have a good command of grammar and vocabulary in the target language in order to convey the messages either orally or in written.

In a case study highlighting the problems the student teachers encounter in developing English writing skills, Bilal et al. (2013) found that factors such as linguistic inefficiency and motivation negatively affect prospective teachers' writing ability. Atay and Kurt (2006) conducted a study with 85 Turkish prospective teachers of English and they suggested that student teachers need guidance, support and encouragement in order to become proficient writers.

Motivating Learners to Write

As early as 1972, Gardner and Lambert identified two types of motivation; as instrumental and integrative. The purpose of the first is to get immediate or practical goals such as passing an exam, getting a better job etc., whereas the latter has the aim of achieving growth and cultural enrichment. In language learning, motivation is considered a key issue for learners to succeed (Dörnyei 1994; Dörnyei 2001a; Williams and Burden 1997). Motivation is a kind of internal drive which pushes someone to do things in order to achieve something (Harmer 2001: 51). Given that motivation is an important drive pushing learners to achieve there needs to be room for it in writing courses. That is, foreign language learners need to be motivated enough to write in the target language.

Brown (2001) defines motivation along the continuum of success and failure of any complex issue. With regard to the motivation, researchers emphasize that in order for humans to accomplish stated goals, they need to be energized, channeled, and sustained in order to attain the required success (Steers and Porter 1991; Dörnyei 2001b). To this end, it can be said that motivation is a key element which needs to be placed among the first items of teachers' 'to achieve list'. However, it should be noted that the ways in which students are motivated show differences even in a small-size classroom. Only a teacher who is knowledgeable about the ways his students are motivated can design effective lessons.

The primary goal of this study was to uncover the factors which motivate Turkish sophomore teacher trainees of English to write in English. The research also investigates the differences in the types of motivation in terms of gender, the type of high school graduated from and the involvement in reading and writing activities out-side the classroom. In order to fulfill the aims of the study the following research questions were set:

1. Who are the Turkish sophomore teacher trainees of English in terms of gender and the type of high school graduated from?
2. Do Turkish teacher trainees of English read English outside the classroom? If yes, what do they read most?
3. Do Turkish teacher trainees of English write in English outside the classroom? If yes, what do they write most?
4. What are differences in the ways how Turkish sophomore teacher trainees of English are motivated in terms of gender, the state of being a reader and writer in English outside the classroom and the type of high school graduated from?

MATERIAL AND METHODS

Research Group

The sample for the study was randomly drawn from four different English language teacher preparation departments housed in the Schools of Education at four state universities. By the time the data were collected, the participants were about to finish the second semester of the 2012-2013 academic year. That is, as sophomores, the participants already had the 'advanced reading and writing course' in the first and the second semester as a required course in the curriculum of all English language teaching (ELT henceforth) departments at state and private universities in Turkey. A total of 270 sophomore student teachers enrolled in English language teaching departments participated in the study. The research group of this study is composed of 77 male (28.8 %) and 190 female (71.2 %) students. The ages of the subjects ranged from 18 to 22. The graduates of the regular high schools (RHS) made up 10.7 % (n=28) of the sample; those from Anatolian High Schools (AHS) were 38.7 % (n=101); and the number of the participants from Anatolian Teacher Training High Schools (ATTHS) was 119 (45.6 %); and 13 % (n=5) of the students graduated from private high schools (Table 1).

Data Collection

In order to collect data for the current study, survey method was utilized. The questionnaire

Table 1: Demographics about the participants

Variables	Sub-variables	Frequency (f)	Percentage (%)
Gender	Male	77	28.8
	Female	190	71.2
Schools Graduated	Anatolian high schools	101	38.7
	Anatolian teacher training high schools	119	45.6
	Regular high schools	28	10.7
	Private high schools	13	5.0

Missing values: Gender 3; School Graduates 9

was developed by the researchers and it included two parts. In the first part four major questions were asked to elicit information regarding gender, the type of high school graduated from, and whether the sophomore teacher trainees of English read and write in English outside of the classroom. Based on their responses to these questions, the participants were asked to specify what they read and write most. In the second part of the questionnaire, the participants were asked to complete the sentence '*I feel more motivated to write when…*'

Data Collection Method

The questionnaires were sent to the teacher educators who taught the advanced reading and writing course at four state universities by the end of the 2012-2013 academic year second semester more specifically, before the final exams started. The educators were provided with necessary instructions, that is, if the participants provided a positive answer as to whether they read or write in English outside of the classroom they would specify the source of what they read most and write most.

Statistical Analysis

The data collected from the questionnaires was computed by using SPPS 17. Descriptive statistics was used to analyze the demographic information included in the first part of the questionnaire. In analyzing the second, third and fourth questions, content analysis technique was used. Content analysis has been defined by Cooper and Schindler (2003) as the way of figuring out the significance of certain words and concepts within a survey. Therefore, in this study, in order to identify the differences in the ways the participants were motivated most to write in terms of gender, type of high school graduated

from, the state of being involved in reading and writing activities outside the classroom, Chi-square (χ^2) was used. Frequency and percentages were used to display the following characteristics regarding the participants: gender, type of high schools the participants graduated from, and the frequency of reading and writing in English outside the classroom. Missing values were excluded from the analysis. The level of significance was set at $p < 0.05$.

RESULTS AND DISCUSSION

Research Question 2:
Reading Outside the Class

The second question asked the participants whether they read English outside of the classroom. As indicated in Table 2 participants, to a great extent, (75.7 %) read in English outside the classroom. On the other hand, it is seen that writing outside the classroom (40.4 %) is lower than reading in English.

Table 2: Reading and writing in English outside the classroom

Variables	Sub-variables	f	%
Reading in English outside the Classroom	Yes	203	75.7
	No	65	24.3
Writing in English outside the Classroom	Yes	108	40.4
	No	159	59.6

Missing values: Reading English outside the Classroom 2; Writing English outside the Classroom 3

To further understand what kinds of materials the participants read most and what types of writing activities they are most involved writing in they were requested to specify them. Out of 270 participants 196 participants provided a positive response to the question and specified the materials. Seventy-four 74 students stated that

they were not engaged in reading outside the classroom. The checked but not specified responses were excluded from the analysis.

Table 3: Distribution of the types of reading

Types of reading	f	%
Online Newspapers/News	65	33
Novels/Short stories	43	22
Assigned topics/presentations/	41	21
Essays/ papers	7	4
Magazines	6	3
Blogs	3	1
Total	196	100

As the Table 3 depicts, the participants prefer to read extracurricular reading materials such as novels, short stories, online newspapers, news, magazines, blogs, and assigned topics. 65 of the participants, who positively responded to this question, specified that they read only newspapers and news. 22 % of them read novels/short stories in English outside of the class. When they are assigned to complete a task by their teachers, they (n=41) state that they read outside the classroom.

Research Question 3: Writing Outside the Class

The second question asked the respondents whether they are engaged in English writing activities and if they are what they write most. As the results indicated in Table 2, a total of 159 (59.6%) respondents state that they do not write anything in English outside the classroom. In contrast, 75.7 % of the Turkish student teachers of English read in English as extracurricular activities outside the classroom. In other words, foreign language learners mostly prefer reading to writing as it most probably does not require them to struggle to immediately produce anything. Out of 270 participants a total of 108 responded to the question as to what type of writing activity they are engaged most outside the classroom (Table 4).

Table 4: Distribution of types of writing

Types of reading	f	%
E-mail exchanges	44	41
Keeping a diary in English	21	19
Chatting with foreigners	31	29
Essay writing	12	11
Total	108	100

In comparison to reading in English outside the classroom, the participants are not so willing to write outside the class. The types of the activities specified by 108 respondents varied from e-mail exchanges to chatting texting on the net/or mobile phones. The results clearly depict that the participants, referred to as the net generation (Hockly 2011), mostly tend to use digital technology such as internet (e-mail exchanges: n=44) and mobile phones (chatting with foreigners: n=31) as writing activities.

Research Question 4:
Motivating Factors for Writing

The third research question, which was established in an open-ended format, was designed to uncover the ideas of the participants about the factors that motivate them to write in English. The learners were requested to complete the open ended statement *"I feel more motivated to write when..."* The responses given to this open ended statement were analyzed by using content analysis. The significant ones that were repeated by the participants were categorized in 14 statements. The differences in the ways students are motivated in terms of gender, the state of being involved in reading and writing activities outside the classroom, and the type of high schools were displayed in Tables 5, 6 and 7, respectively. The factors that were elicited from the survey were ranked from the most to the least repeated expressions in Table 5.

Factors Motivating the Learners to Write in English and Comparison by Gender

As the results indicated in Table 5, 41.5 % of the participants are motivated most when the subject is attractive. More specifically, 45.5 % of the male respondents are more motivated than their female counterparts when the subject is more attractive. That is, the topic for a writing assignment is more important to males than to females. It is true that learners generally prefer to have a flexible syllabus, rather than being dependent on a set syllabus. The second most frequently repeated statement (n=30) reveals that learners expect to be motivated in the writing lesson by the teacher. They also believe that they (n=13) would be more motivated when they are given sample writing examples. That is to say, guided or controlled writing activities could be benefi-

Table 5: Distribution of the factors motivating the learners to write in English lesson (A), and comparison of the motivating factors by gender (B)

Factors motivating the learnersto write in English Lesson (A)			Comparison of the motivating factors by gender (B)			
Statement	f	%	D.S	Male	Female	Total
I feel more motivated to write when the subject is attractive/the one I know/the one I prefer.	88	41.5	f	21	67	88
			%	32.8	45.3	41.5
I feel more motivated to write when the teacher motivates.	30	14.2	f	10	20	30
			%	15.6	13.5	14.2
I feel more motivated to write when the teacher provides samples.	19	9.0	f	9	10	19
			%	14.1	6.8	9.0
I feel more motivated to write when I do free writing.	13	6.1	f	4	9	13
			%	6.3	6.1	6.1
I feel more motivated to write when I am provided with opportunities to practice.	12	5.7	f	1	11	12
			%	1.6	7.4	5.7
I feel more motivated to write when a subject is discussed orally in the lesson	12	5.7	f	3	9	12
			%	4.7	6.1	5.7
I feel more motivated to write when the teacher gives feedback.	9	4.2	f	3	6	9
			%	4.7	4.1	4.2
I feel more motivated to write when I complete the writing assignments before the lesson.	6	2.8	f	2	4	6
			%	3.1	2.7	2.8
I feel more motivated to write when I am not stressful.	5	2.4	f	3	2	5
			%	4.7	1.4	2.4
I feel more motivated to write when the lesson is well-organized.	5	2.4	f	3	2	5
			%	4.7	1.4	2.4
I feel more motivated to write when I get a high grade.	5	2.4	f	1	4	5
			%	1.6	2.7	2.4
I feel more motivated to write when I work in groups.	4	1.9	f	3	1	4
			%	4.7	.7	1.9
I feel more motivated to write when we share by reading what we have written with our classmates.	2	.9	f	0	2	2
			%	.0	1.4	.9
I feel more motivated to write when the lesson is in the morning.	2	1.0	f	1	1	1
			%	1.6	.7	1.0
Total	212	100				

$\div^2$=19.302; P=.154; DS =Descriptive Statistics

cial for learners to draw their attention to the writing course. Being knowledgeable about the topic (item 6), and practicing enough in writing (item 7) are the other important factors that motivate learners. The least expressed items that can arouse motivation in writing are working in groups (n=4); presenting the written product to the class (n=2); and the time when the lesson is scheduled (n=2).

When the subject is attractive/the one that participant knows/the one that participant prefers 32.8% of male participants and 45.3% of female participants are motivated more in the lesson. When the teacher gives an example 14.1% of male participants and 6.8% of female participants; and *when the teacher motivates* 15.6% of male participants and 13.5% of female participants think that they are more motivated in the lesson. The factors which affect the motivation in class differ according to female and male participants.

However, generally there is not a significant discrepancy between the affecting factors of motivation of female and male participants (p>0.05).

The Differences in the Ways the Respondents are Motivated in Terms of Their Being Involved in Reading and Writing Outside the Classroom

Reading and writing outside the classroom is beneficial for foreign language learners in many respects (Day and Bramford 1998; Nation 1997). When foreign language learners are engaged in writing activities outside of the classroom, learners become more engaged and they are more likely to take part in the classroom activities. Particularly, extensive reading activities that are conducted for pleasure outside of the classroom have many benefits for the learners (Renandya 2007). When writing in English many students struggle with finding appropriate vocabulary, ideas,

expressions etc. To alleviate this problem, learners need to be lexically, structurally and pragmatically competent. These can be attained through extensive reading and writing. In the research, participants were asked if they ever read or write anything in English outside of the classroom to supplement their writing classes. 203 of the respondents stated that they usually read whereas 159 of them provided negative response to this question (see Table 2). The factors that motivate the participants to write were revealed in terms of reading and writing outside classroom variables in Table 4. The readers and non-readers, and the ones writing and not writing were also compared using the descriptive statistics.

'When the subject is attractive/the one I know/the one I prefer' factor motivates the 44 % of the respondents who are engaged in some type of reading activity outside the classroom and 34 % of the non-readers. In addition, *when the teacher motivates*, 15 % of the readers and 10.6 % of the non-readers are more motivated to write. The other important factors which affect the motivation of the non-reader participants are as follows; *teacher's giving feedback* (12.8%), increased number of writing practice (10.6 %), and *student's freedom* (10.6 %). The students who are involved in some type of reading activity state that they are motivated *when the lesson is well-structured* (44 %). That is, those who read outside the classroom are more interested in the delivery of the lesson. These factors are not affecting the readers of English outside the lesson. These factors which affect the participants' motivation in a class differ statistically according to the situation of reading in English outside the lesson (p<0.05).

Table 6: Factors motivating the participants to write in the lesson according to reading and writing in English outside the classroom

Factors	D.S	Reading outside the classroom			Writing outside the classroom		
		Reader	Non-reader	Total	Writer writer	Non-writer	Total
I feel more motivated when I do free writing.	f	8	5	13	5	8	13
	%	4.8	10.6	6.1	5.7	6.4	6.1
I feel more motivated when I am not stressful.	f	4	1	5	1	4	5
	%	2.4	2.1	2.3	1.1	3.2	2.3
I feel more motivated when the lesson is in the morning.	f	4	1	5	1	0	1
	%	2.4	2.1	2.3	1.1	.0	.5
I feel more motivated when the lesson is well-organized.	f	73	16	89	4	1	5
	%	44.0	34.0	41.8	4.5	.8	2.3
I feel more motivated when the subject is attractive/the one I know/the one I prefer.	f	15	4	19	43	46	89
	%	9.0	8.5	8.9	48.9	36.8	41.8
I feel more motivated when the teacher provides samples.	f	25	5	30	8	11	19
	%	15.1	10.6	14.1	9.1	8.8	8.9
I feel more motivated when the teacher motivates.	f	8	5	13	14	16	30
	%	4.8	10.6	6.1	15.9	12.8	14.1
I feel more motivated when I am provided with opportunities to practice.	f	2	0	2	1	11	12
	%	1.2	.0	.9	1.1	8.8	5.6
I feel more motivated when we share by reading what we have written with our classmates.	f	3	1	4	0	2	2
	%	1.8	2.1	1.9	.0	1.6	.9
I feel more motivated when we work in groups.	f	6	0	6	1	3	4
	%	3.6	.0	2.8	1.1	2.4	1.9
I feel more motivated when I complete writing assignments before the lesson.	f	0	1	1	3	3	6
	%	.0	2.1	.5	3.4	2.4	2.8
I feel more motivated when a subject is discussed orally in the lesson.	f	5	0	5	3	9	12
	%	3.0	.0	2.3	3.4	7.2	5.6
I feel more motivated when I get a high grade.	f	3	6	9	3	2	5
	%	1.8	12.8	4.2	3.4	1.6	2.3

x^2=23.321; P=.038; x^2=21.190; P=.097;

DS= Descriptive Statistics   D.S= Descriptive Statistics

Nearly half of the participants who write in English outside the classroom (48.9%) and 36.8 % of the participants who do not write in English outside the classroom are more motivated *when the subject is attractive/the one they know/the one they prefer*. 15.9 % of the participants who write in English outside the classroom and 12.8 % of the participants who do not write in English outside the classroom are more motivated *when the teacher motivates*. The strength of these factors that motivate students towards the lesson differs according to participants who write and who do not write outside the classroom. However, there is not a statistically significant relationship between these factors and motivation (p>0.05).

The Differences in the Ways the Respondents Are Motivated in Terms of the Type of High School Graduated

The participants were required to specify the high schools they graduated from before enrolling in the ELT department. There are four different types of high schools represented in the study. In Turkey, Regular High School students have a general curriculum, including courses such as math, science, social studies and language. In these schools, students are not required to receive intensive instruction on English whereas in Anatolian High Schools there is an emphasis on learning English language. The third type, which is called Anatolian Teacher Training High school, is specifically established for those who want to become teachers in the future. The graduates of the Teacher Training High Schools have priority over other graduates in placement in the Schools of Education which produce teachers of different majors in Turkey. Private high schools emphasize English language learning much more than the other three types of schools. The schools also dif-

fer from each other in terms of giving importance to foreign language learning. Regular high schools normally do not encourage students to learn a foreign language as much as the Anatolian Teacher High Schools or Anatolian High Schools. The number of the participants from the four types of schools participants is as follows: Anatolian High Schools (AHS) 101; Anatolian Teacher Training High Schools (ATTHS) 119; Regular High Schools (RHS) 28; Private High Schools (PHS) 13.

As Table 7 indicates the most effective factor for the participants, who graduated from AHS (37.3%), ATTHS (50.5%), and RHS (32.0%), is *'when the subject is attractive/the one I know/ the one I prefer'*. The result proves that the topics to be studied in the classroom need to be in line with the learners' interests. On the other hand, the students who graduated from PHS (50%) are motivated most *'when the teacher provides samples'*. Additionally, for those who graduated from the RHS, teacher motivation and giving samples are motivation to write. Also, the expression of *'when the teacher motivates'* is another important motivation factor for the students graduated from AHS. ATTHS, and RHS. The factors that motivate students to write differ according to the type of school graduated (p<0.05).

The types of high schools that the participants attended and the most frequently selected five factors as expressed by them were displayed in Table 7. The data obtained through the content analysis were grouped and classified as follows: (A) Attractive topic *(I feel more motivated when the subject is attractive/the one I know/ the one I prefer.)*; (B) Teacher's motivation *(I feel more motivated when the teacher motivates.)*; (C) Doing Free Writing *(I feel more motivated when I do free writing.)*; (D) More practice *(I feel more motivated when I am provided with opportunities to practice.)*; (E) Controlled

Table 7: Most frequently specified five motivation factors by comparison the schools graduated

AHS			ATTHS			RHS			PHS		
Code	f	%	Code	f	%	Code	f	%	Code	f	%
A	28	37.3	A	50	50.5	A	8	32.0	E	6	50.0
B	25	17.3	B	13	13.1	E	5	20.0	A	1	8.3
C	9	12.0	F	7	7.1	B	3	12.0	B	1	8.3
D	5	6.7	G	5	5.1	C	3	12.0	C	1	8.3
E	5	6.7	D	5	5.1	F	2	8.0	F	1	8.3

X2=76.605; P=. 001; D.S= Descriptive Statistics

Writing (*I feel more motivated when the teacher provides samples*. (F) Discussed topic (*I feel more motivated when a subject is discussed orally in the lesson/I understand the subject.*); (G) Feedback (*I feel more motivated when I get a high grade).*

CONCLUSION

The present study primarily investigated as to how Turkish sophomore teacher trainees of English are most motivated to write in English. 270 participants from four different state universities in different regions of Turkey took part in this research. By the time the data were collected the sophomore student teachers were about to finish the second semester of the 2012-2013 academic year. The respondents were all enrolled in the ELT departments and took advanced English reading and writing, a required course, in the curriculum of all ELT departments in Turkey. The Council of Higher Education is the only decision-maker for higher education institutions in terms of the required (core) courses and their contents. They set the topics which need to be covered in the course. Teacher educators, however, are free to choose the textbook(s) and the other teaching materials to follow to meet the requirements set by the Council of Higher Education. The researchers were also based in two different ELT departments and instructed this course for several academic years. The problems related to the writing component of the course were evident and the researchers agreed that there was a call for an empirical study to investigate how the student teachers would be motivated to write in English. The advanced English reading and writing course, one of the required courses integrated in the sophomore year of English language teaching department in two semesters of 14-week duration each, is taught three contact hours per week.

As mentioned earlier in the paper, motivation in itself stands as a major factor directly affecting achievement. To the best of the researchers' knowledge there is no study investigating the types of motivation in relation to gender, the state of being involved in reading and writing activities and the type of high school graduated from. The significant factor that can be regarded as an obstacle can be stated as a lack of motivation. Furthermore, it was also noted that the participants needed to be motivated through extensive reading activities outside of the class. For that reason, the paper researched the extracurricular reading and writing activities that the participants prefer.

When asked to present their views about the motivational factors for the writing class, participants' opinions varied. The results show that 41.5 % (n=88) participants are motivated to write when the topic is attractive and one with which they are familiar. According to this finding, what should not be done in writing class is to require the learners to write the topic dictated by the teacher. Instead, students should be offered various alternatives and freedom of choice in writing. As mentioned earlier, writing even in one's native language is a difficult skill to master, let alone in a foreign language. The difficulty can be overcome to some extent by utilizing a negotiated-syllabus. Although the syllabus for the course has been dictated by the Council of Higher Education in Turkey, there is still room to change some parts. At the beginning of the semester, for instance, a needs analysis can be conducted to identify the students' most preferred topics. It is obvious that the lesson which is formed by the preferences of the students will be more motivating for them.

The other motivating issue that was obtained from the open ended question through content analysis is the participants' expectations of the lecturer. 30 statements given by the respondents reveal that they feel more motivated in a writing lesson when the teacher motivates. The third motivating factor for the participants is that they want to be guided by the teacher. Teachers' feedback (n=9) seems to be another motivating factor. Students want their teacher to provide feedback. In this respect, students can be provided with tutorials to receive face to face feedback on their writing. It can be said that guided or controlled writing activities would be beneficial for the learners in the writing class. On the other hand, some participants (n=13) want to get involved in free writing activities and need opportunities to practice more (n=12).

The results suggest that the respondents are primarily engaged in online sources as venues to read and write outside the classrooms. In line with this, the majority of the Turkish sophomore teacher trainees of English are involved in writing outside the classroom through chatting texting the internet with foreigners (44 %), exchanging e-mails with friends, (34 %) and keeping a diary (17 %). Based on these findings, it might

be recommended that the teacher educators integrate online resources and computerized applications of writing into their syllabi. To this end, computer-mediated communication where students and teachers regularly communicate through a web-list can be designed specifically for the course. The findings of the study also suggest that student teachers prefer to read online newspapers (33 %) outside the classroom. The teachers can incorporate newspapers into their lessons as reading sources. With regard to students' preferences of online sources, writing and reading assignments can be designed in a way that students utilize computerized research. That is, conventional writing activities should be supported by the contemporary ones found in the virtual world.

Compared to males, females seem to be more motivated when the topic is attractive (45.5 %). Males are motivated more *when the teacher provides samples* in the lesson (14.1 % males; 6.8 % females). Of the respondents who are engaged in reading activities outside the classroom (44 %) are more motivated *when the lesson is well-organized*. Again the majority of the respondents who are involved in a type of writing outside the classroom are motivated *when the topic is interesting/the one they know or the one they prefer* (48.9 %).

RECOMMENDATIONS

All in all, it can be concluded that ability to write is one of the most crucial components of foreign language teaching and it needs to be developed. Being a high level skill, it requires quite a lot effort for teachers and learners. In particular, teachers need to find and create opportunities to arouse learners' interest and motivate them to write as much as possible. In this respect, teachers should also be knowledgeable enough to promote motivation by varying the tasks and activities to be implemented during and after the writing course. In this small-scale study the factors that might contribute to provoke learners' motivation has been elaborated. Further research might examine some other motivational factors in order to contribute to the gap in this field.

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